

Knowledge Organiser Third person stories set in another culture (Year 5)

Describe and develop characters and settings in detail



to bring the story to life for the reader, e.g.

Here, the reeds had grown particularly high so he could no longer use the rocky slopes of the hills in the west as a guide. Furthermore, with the sun now almost immediately above, the direction of his shadow offered little help.

The third person perspective

3

is written in the third person from an outside perspective. It uses the pronouns *he* and *she*, for example.

Use and sustain the past tense



to show that events in the story you are telling were completed in the past, e.g. *It shone across the mighty river ...*

Use expanded noun phrases



to add precise detail to your writing, e.g.
the magnificent new temple dedicated to Hatshepsut

Use dialogue to help tell the story



Dialogue can be used to move the story on, develop characters and add pace. Check it is punctuated accurately, e.g.

"Far from it. In fact, one of them was extremely helpful to me," he replied, casually picking an apricot out of a basket beside her and taking a bite.

Use cultural references to build the context for the story



This may be place names, beliefs, festivals, how people live or the arts, e.g.

"By the way, can we visit the shrine to Sobek soon? I would like to offer a sacrifice."

Knowledge Organiser Playscripts – Shakespeare retelling (Year 5)

Synopsis



A synopsis is a summary of a piece of writing, a play, etc. The focus is on the main events. Avoid overly detailed descriptions of characters and settings. A synopsis may include a comment about the play / story from the writer.

E.g. *The fact that it took such a disaster to make them mend their ways – that is the real tragedy.*

Characters and settings



Ensure the synopsis captures the key traits of the characters and describes the setting of the play.

E.g. *Somewhat rashly, Romeo Montague attends a party at the Capulet house with some of his friends, even though they have not been invited.*

Present tense



A synopsis is written mainly in the present tense to convey the immediacy of the events and create a sense of anticipation as to what might happen next.

E.g. *After the party, the love-struck Romeo creeps into the Capulet's garden ...*

Third person

3

A synopsis is written in the third person from an outside perspective. Use the pronouns *he*, *she*, *they*, etc.

E.g. *... he hopes that their marriage ...*

Precise selection of vocabulary



Choose words carefully to enhance the meaning.

E.g. *Inconsolable he buys a potent poison for himself and goes to have one last look at his Juliet.*

Year 5: Textiles and Collage



Core content:

Take inspiration from natural objects to create textile art.
Combine collage and appliqué techniques to create work that depicts textured surfaces.
Use a variety of materials including things from nature.

Technical vocabulary:

Texere – the Latin word meaning to weave, braid or construct



Tactile – relates to the sense of touch. If something is tactile, it has a surface that is pleasant to touch.



Assemble – to come together in a single place or bring parts together in a single group.



Appliqué – a decorative surface design technique that adds dimension and texture to the background fabric. It comes from the French word *appliquer* (and the Latin *applicare*), meaning to join or attach.



Natural – found in nature and not involving anything made by people.



Fibre – any of the thread-like parts that form plant or artificial material that can be made into cloth.



Connections

Lesley Richmond
Contemporary British
textile artist



Year 5: Textiles

Which fabric is ideal for creating a functional and hardwearing lunch bag?



Core content:

Explore the durability of fabrics.
Design and make a functional and hardwearing lunch bag.
Create fair tests to investigate the properties of a range of fabrics and explore insulation and waterproofing.

Technical vocabulary:

Durability – the quality of being able to last for a long time without breaking or becoming weaker.



Repurpose – to change something slightly in order to make it suitable for a different purpose.



Beeswax – a yellow sticky substance that is produced by bees.



Swatch – a small piece of cloth used to show people what a larger piece would look or feel like.



Insulate – to protect something with a material that prevents heat, sound, electricity etc. from passing through.



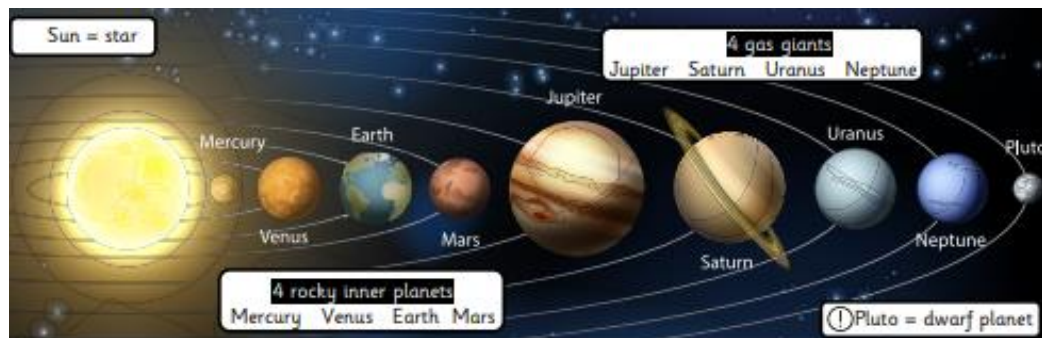
Functional – practical and useful.



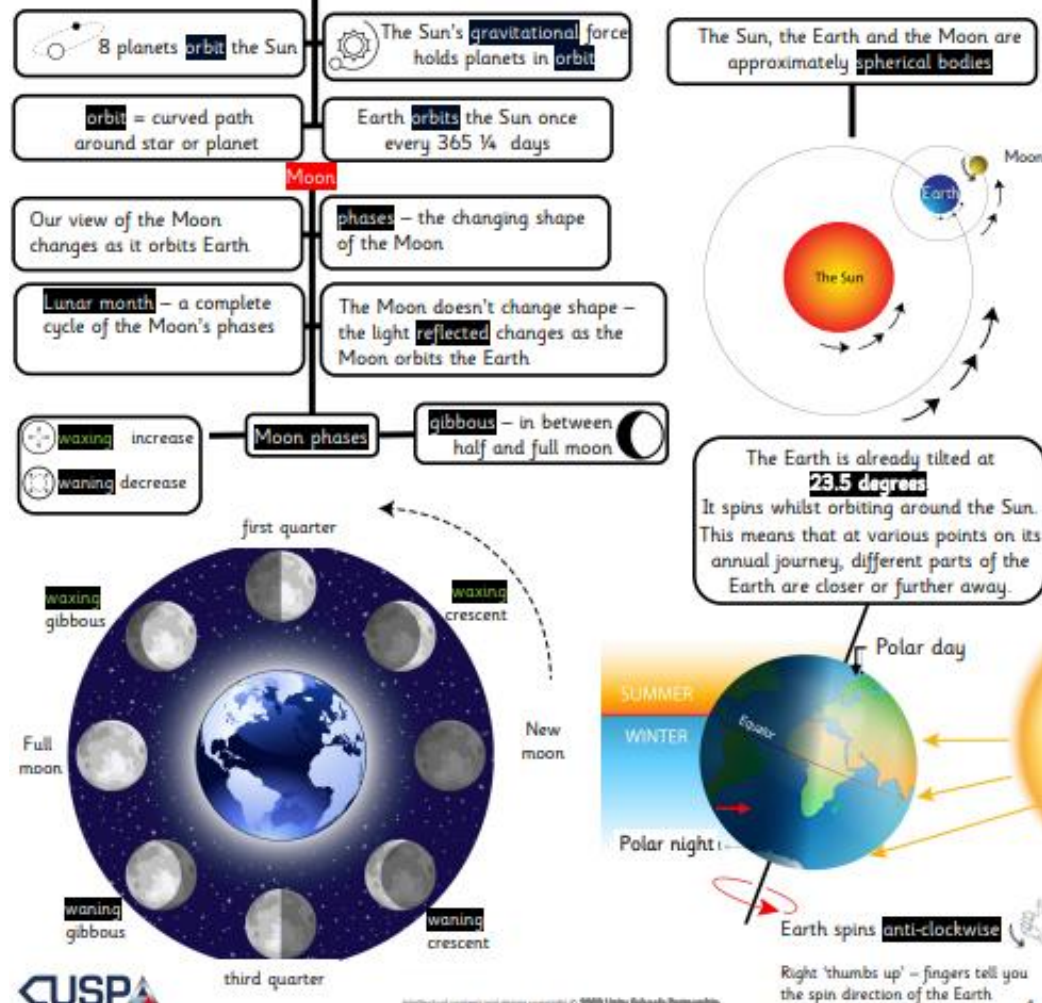
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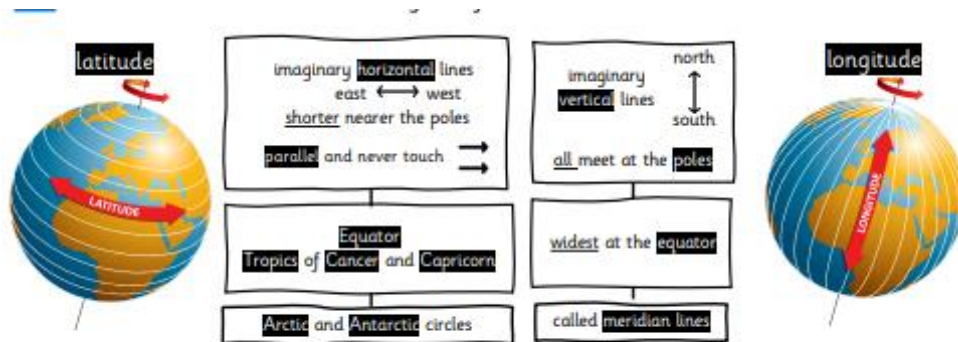
Levi Strauss (1829–1902)
German-born American
businessman and
clothing manufacturer



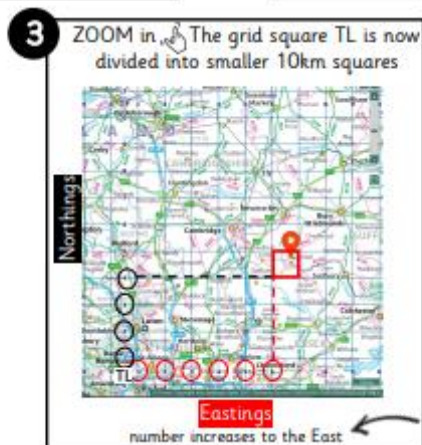
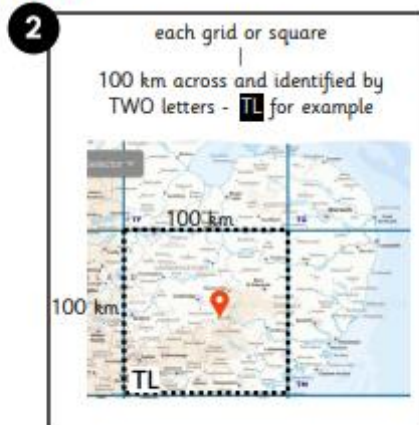
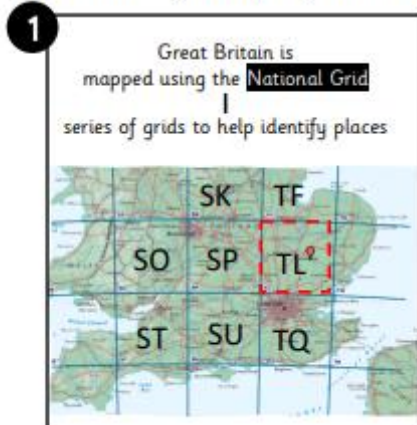


Solar system





START here - finding a general location 📍



Haverhill can be found in the grid square
TL**64** = 6 along and 4 up

(Read this one first)

Finding a **four figure grid reference**

pinpoint and **ZOOM** in again

Haverhill can be found in the grid square **TL 64**

TL64 can be divided again into 10 x 10 internal squares that are 1 km²

The shows the location we want to identify within TL64

Look carefully where the coordinates intersect



1 Write the **Eastings** number first.

→ **67**

2 Write this **Northings** number second.

↑ **45**

2
Write this **Northings** number second.



→ **1** Write this **Eastings** number first.



A useful way to remember the order of how to find grid references



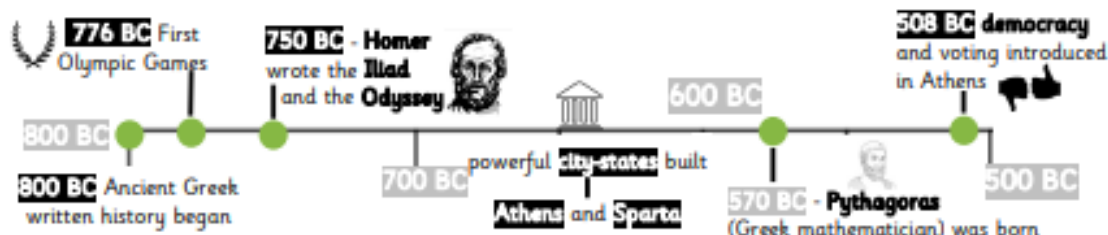
ALONG the corridor and **UP** the stairs
(Eastings) (Northings)

The **four figure grid reference** locating the area we want to identify is

TL 6745

Ancient Greek civilisation
left an incredible **legacy** when Britain was in the **Iron Age**

Archaic Period
c. 800 BC – 500 BC
Arkhē meaning **beginning**

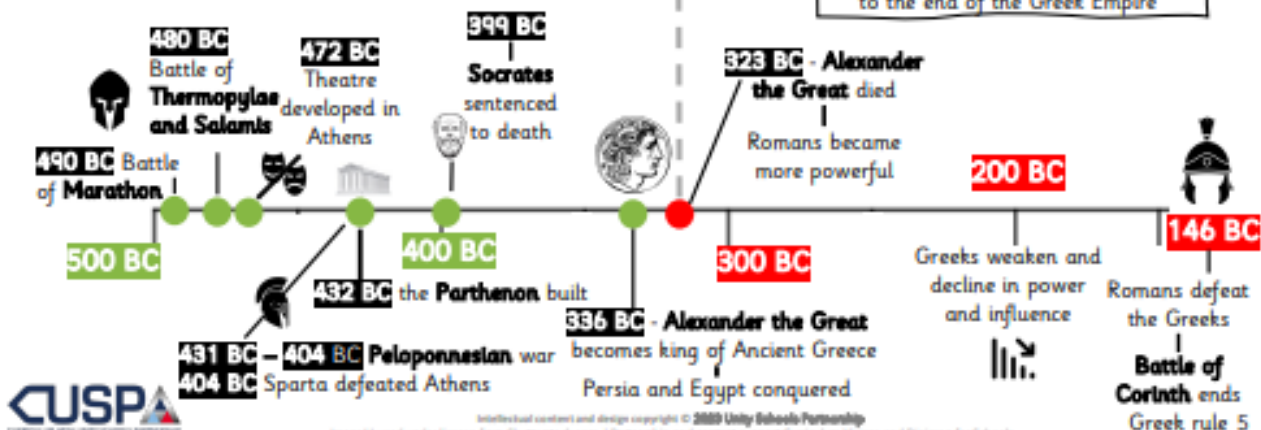


Ancient Greek achievements and influence



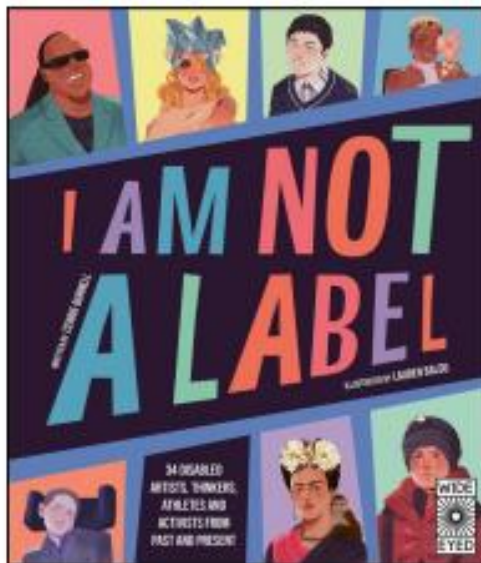
Classical Period
c. 500 BC – 323 BC
when Greek war, art, architecture, theatre and philosophy thrived

Hellenistic Period
c. 323 BC – 146 BC
from the death of Alexander the Great to the end of the Greek Empire





This modern re-telling of Shakespeare's classic love story brings together the worlds of humans and fairies. Beginning in Athens, it focuses on the four characters of Hermia, Helena, Demetrius and Lysander. Hermia is due to marry Demetrius but loves Lysander and Helena is in love with Demetrius. Much of the action takes place in the magical woodland world of Oberon, King of the Fairies, where we meet the impish fairy, Puck. The intervention of Puck leads to confusion and hilarious consequences, causing various characters to fall in love with the wrong partner. In the end, magic puts things right.



This is an anthology which examines the lives of a range of disabled artists, athletes, scientists and activists from across the generations. The author's motivation is to ensure that people with a disability are represented in children's literature. As she says, "Everyone deserves to see someone like them in a story or achieving great things." Each of the profiles inspires with stories of perseverance, resilience and courage, to name but a few. Illustrated beautifully, this book will help to overcome misconceptions and prejudice and to communicate the importance of inclusivity.